PRACTICUM VI FOR THE AGACNP (NURS 7388)

Term: *Spring Flex 2/2026*

Professor: Dr. Teresa Griffin, DNP, APRN, AGACNP-BC, FNP-C

Office Phone: 903-360-5896   (mobile)

Email: tgriffin@uttyler.edu

Office Hours: Wednesdays 9:00 AM - 12:00 PM CST and by appointment

Course Dates: March - May 2026 (Flex)

Course Times & Classroom: Hybrid online course

Co-Faculty:

Dr. Carlton Rojas, DNP, APRN, FNP, ACNP, CNEcl, EMT-P

Office Phone: 972-816-2556 (mobile)

Email: crojas@uttyler.edu

Office Hours: Tuesdays 8:00 – 9:30 PM and Thursdays 9:00- 10:30 AM CST and by appointment

Dr. John D. Gonzalez, DNP, APRN, ACNP-BC, ANP-C

Office Phone: 903-566-7320 (UT Tyler SON)

Email: johngonzalez@uttyler.edu

Office Hours: Tuesdays 9:00 AM – 12:00 PM CST and by appointment

Dr. Brandi Holcomb, DNP, APRN, AGACNP-BC, CCRN

Office Phone: 903-312-1121 (mobile)

Email: bholcomb@uttyler.edu

Office Hours: Tuesdays 6:00 AM – 9:00 PM CST and by appointment

Best way to contact: Do not hesitate to reach out to your faculty for any needs.

First, send an inbox message through the associated Canvas course to your assigned faculty. Follow-up with secondary method if no response within two (2) business days through the following pathway: inbox->email->text->call.

If you do not get a response or resolution from your assigned faculty, then proceed through the following pathway: course lead faculty->program coordinator.

Course Overview

This is the final clinical course in which students implement the AGACNP role across healthcare settings. This course builds upon the experiences obtained in NURS 7383, NURS 7384, NURS 7385, NURS 7386, and NURS 7387. Students continue to serve as a member of the interprofessional team. Clinical experiences focus on the evaluation, diagnosis, and management of adult and geriatric patients experiencing acute, chronic, and critical illness. Students will complete 125 hours of precepted clinical experience and are expected to develop and implement evidence-based, person-centered care plans. Limited seminar time is incorporated in the 7388 class to prepare the student for role transition upon graduation.

Prerequisites

NURS 7387

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Lead the interprofessional healthcare team as an AGACNP in managing adults and older adults with acute, chronic, and critical illnesses.

2. Manage clinical data to guide evidence-based evaluation, diagnosis, and management of chronic, acute, and critical conditions, promoting health, safety, and risk reduction.

3. Assess comprehensive and focused assessments to support evidence-based, person-centered care plans for adults with acute, chronic, and complex conditions.

4. Evaluate the effectiveness of communication and education techniques to support shared decision-making, health promotion, and self-management, tailoring approaches to the individual's health literacy, cognitive status, and life stage.

5. Review ethical decision-making, professional integrity, and awareness of health policy in the provision of person-centered care.

6. Evaluate healthcare technologies, clinical decision support tools, and electronic health records to enhance decision-making, documentation, and coordination of care.

Required Resources

- **Question Bank:** Access to an online question bank through *Advanced Practice Education Associates* (APEA) is required during your first practicum course and will extend for three months following graduation from the AGACNP program. The QBank provides 800 questions focused on acute care conditions and illnesses encountered in adult-gerontology acute care settings and prepares the student for board certification exams. The questions and rationales build knowledge and create a deeper understanding of the acute care

illnesses and conditions encountered from late adolescence through older adulthood. Question content aligns with the exam blueprints for AGACNP certification.

- Total Estimated costs of required course materials: $450.00 one-time access fee for the entire duration of the program which was incurred at the beginning of NURS 7383.

Recommended Resources (Optional):

- Publication Manual of the American Psychological Association: The Official Guide to APA Style, 7th ed.; American Psychological Association; ISBN: 978-1433832161; eBook ISBN: 978-1433832154
- **UT Tyler is now providing access to the APA 7th Edition for no charge to students using the following library link:**
- [Log in - American Psychological Association](#)
- Other resources may be suggested throughout the semester.

Special Course Notes:

- **Proctoring Notice:** The exam question banks will utilize a proctoring service for all exams. This will be provided through APEA and is included in the student bundle fee for the exam banks.

- **Artificial Intelligence:** UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

  For this course, **AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.** This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited following the APA guidelines, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generate content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. APA Style Citation Information: https://apastyle.apa.org/blog/how-to-cite-chatgpt

Unless specified in the course assignment directions, the default is that AI is not allowed during any stage of an assignment. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such. Students <u>shall not</u> use AI tools during examinations.

- **Alternate Locations**: During Objective Structured Clinical Examinations (OSCEs), the class will meet in the Braithwaite Building School of Nursing at the main UT Tyler campus at 3900 University Blvd., Tyler, Texas, 75799. <u>OSCEs are typically scheduled during the Week 7 module of the course. Please refer to the course calendar for specific dates.</u>

- **External Resources:** The AGACNP program incorporates question banks from *APEA* (Advanced Practice Education Associates) for assessments of board examination readiness during the six practicum courses. AGACNP diagnostic skill practice through virtual reality (VR) will be incorporated through *InciteVR*. During the last semesters of the program, Fundamental Critical Care Support (FCCS) certification will be obtained through the *Society of Critical Care Medicine*. Detailed instructions will be provided in class for each of these assignments.

Course Structure

This course is structured as an online hybrid learning environment with some asynchronous and synchronous content delivery. This course has live office hour sessions via ZOOM that are designed to review course material and assignments and provide question-and-answer (Q&A) sessions. Attendance requirements will be specified in the grading criterion, and it is highly recommended to achieve your academic success; however, sessions are recorded and available for students to review who are unable to attend. Please notify your assigned faculty if you are unable to attend. This does not require you to be in a specific location to participate; however, it is recommended to be in a quiet location with distractions minimized to enhance your learning experience.

The online nature of this course will push you to take an active role in the learning process. You will do this by engaging and collaborating with other students and the instructor regularly through live sessions, assignments, and group activities. Please review the course content before attending online meetings to enhance the learning experience for all participants.

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professors. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you have commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up. *For each 3-hour didactic course, it is recommended to allot a minimum of 9-10 hours of content study time to successfully pass the course. For every 3-hour clinical course, it is recommended to allot 20 hours per week of clinical time along with 3-hours for didactic components and content review.*
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts, and replies to your posts.

4. **Do not fall behind.** This class moves at a quick pace, and each week builds on the previous class content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

Graded Course Requirements Information

Participation & Engagement

- Online live and asynchronous sessions will be scheduled in Canvas through Zoom for students to engage with faculty and peers through the active learning process and serves several key purposes:
  1. **Interactive Learning:** These sessions provide an opportunity for real-time interaction with instructors and peers, enhancing the learning experience through discussions, Q&A sessions, and collaborative activities.
  2. **Clarification of Concepts:** Students can seek clarification on complex topics, ensuring a deeper understanding of the material covered in the program.
  3. **Skill Development:** Through live demonstration and clinical case scenarios, students can develop and refine their clinical skills in a faculty-guided environment.
  4. **Networking:** Online classrooms allow students to build professional relationships with classmates and faculty, fostering a sense of community and support.
  5. **Flexibility:** Online classrooms offer the flexibility to attend sessions from any location, making it easier for students to balance their studies with other commitments.
- Recognizing the challenges of online classroom participation, students are required to attend and actively engage in <u>at least 50%</u> of the scheduled online meetings to receive participation credit for the course.
- Participation and engagement are weighted as 5% of the course grade.

Role Application Project

- The role of the AGACNP extends beyond clinical bedside skills to encompass many facets of healthcare delivery. Various activities will be assigned throughout the program to assist the student with development of the specific role and professional practice of the AGACNP and will serve several key purposes:
  1. **Practical Application:** These projects allow students to apply theoretical knowledge to real-world clinical or practice scenarios, bridging the gap between classroom learning and practical experience.
  2. **Professional Role Understanding:** These projects help students understand the responsibilities and expectations of their role as acute care NPs, preparing them for future careers.
  3. **Interdisciplinary Collaboration:** Role application projects often involve working with other healthcare professionals, fostering teamwork and collaboration skills.
  4. **Influence on Practice:** These projects enable students to understand and engage with policy-making processes, thereby equipping them to advocate for and implement healthcare policies that enhance patient outcomes and healthcare delivery.

5. **Navigating the Healthcare System:** Role application projects equip students with the skills to assist patients in navigating complex healthcare systems, including support with insurance, billing, and accessing necessary services, with a focus on advocating for vulnerable populations who may face barriers to care.
- The assigned role application project will be weighted as 15% of the course grade.

Objective Structured Clinical Examination (OSCE) & Skills Checkoff

- Objective Structured Clinical Examinations (OSCEs) in advanced practice nursing education serves several important purposes:
    1. **Assessment of Clinical Competence:** OSCEs provide a standardized method to evaluate students' clinical skills, including patient assessment, diagnosis, and treatment planning, ensuring they meet the required competencies.
    2. **Realistic Clinical Scenarios:** These exams simulate real-life clinical situations, allowing students to demonstrate their ability to apply theoretical knowledge in a practical, controlled environment.
    3. **Immediate Feedback:** Students receive immediate feedback from examiners, helping them identify strengths and areas for improvement, which is crucial for their professional development.
    4. **Skill Development:** OSCEs help students refine their clinical skills through repeated practice and exposure to a variety of clinical scenarios, enhancing their readiness for real-world practice.
    5. **Stress Management:** By exposing students to high-pressure situations in a simulated environment, OSCEs help them develop the ability to manage stress and perform effectively under pressure.
    6. **Interpersonal Skills:** These exams also assess students' communication and interpersonal skills, ensuring they can effectively interact with patients, families, and healthcare team members.
- OSCE stations will be arranged on-campus through the School of Nursing simulation lab and may include:
    - Clinical interactions (in-person or virtual reality) with standardized patients: counseling, examination, history taking
    - Examination of mannequins and interpretation of findings
    - Computerized cases
    - Test interpretation
    - Order writing
    - Documentation
- OSCEs will be held during Week 7 module for all AGACNP courses unless otherwise specified. Final dates will be announced shortly after the course begins pending total student enrollment. Please refer to each course calendar for specific dates.
- OSCEs and any specified procedural skills checkoffs will be graded as Pass/Fail. A minimum score of 75% must be achieved on OSCEs to pass the course. Remediation is at the discretion of the instructor.

Exams

- Q-bank exams will be dispersed throughout course as noted on the course schedule and will serve several key purposes:
    1. **Knowledge Assessment:** These exams evaluate students' understanding of the material covered in each unit, ensuring they have a solid grasp of essential concepts and information.

2. **Progress Monitoring:** Unit exams help both students and instructors track progress throughout the program, identifying areas where students may need additional support or review.
3. **Preparation for Certification:** By regularly testing students' knowledge, unit exams help prepare them for the comprehensive certification exams they will need to pass to become licensed AGACNPs.
4. **Critical Thinking:** These exams challenge students to apply their knowledge to clinical scenarios, enhancing their critical thinking and problem-solving skills.
5. **Retention of Information:** Regular assessments encourage students to review and retain information, promoting long-term learning and mastery of the subject matter.
6. **Feedback and Improvement:** Unit exams provide valuable feedback to students, highlighting their strengths and areas for improvement, which is essential for their academic and professional development.

- Please review all required content including module readings, PowerPoint presentations, and recorded office hours to be prepared for examinations.
- An average score of 80% or higher (grades are not rounded up) must be achieved on all module or unit exams to pass the course and progress through the program and are weighted at 25% of course grade.

Clinical Practicum

- Clinical practicums will allow the student to implement the AGACNP role across healthcare settings. Serving as a member of the interprofessional team, students will evaluate, diagnose, and manage adult and geriatric patients experiencing acute, chronic, and critical illness.
- Students complete 125 hours of precepted clinical experience per practicum course and are expected to develop and implement evidence-based, person-centered care plans.
- Clinical practicums in the AGACNP program serve several essential purposes:
    1. **Hands-on Experience:** They provide students with real-world clinical exposure to apply theoretical knowledge in acute and critical care settings.
    2. **Skill Development:** Practicums help AGACNP students develop advanced skills such as diagnostic reasoning, patient assessment, and procedural techniques.
    3. **Interdisciplinary Collaboration:** Students work alongside physicians, nurses, and other healthcare professionals to enhance teamwork and communication.
    4. **Patient Management:** Practicums allow students to manage acute and complex health conditions, including emergency and critical care cases, under supervision.
    5. **Decision-Making and Critical Thinking:** Students refine their ability to make quick, evidence-based decisions in high-pressure environments.
    6. **Professional Readiness:** They prepare students for independent practice by gradually increasing responsibilities in patient care.
    7. **Certification and Licensure Requirements:** A minimum number (750) of total clinical hours are required for graduation and certification eligibility.
- Grading of the clinical practicum consists of multiple components that assess a student's clinical competency, professionalism, and academic performance. Practicum is weighted as 65% of the course grade. Below is a breakdown of how the grading is structured:

- Clinical Performance (35%) is based on three evaluations of the student on clinical skills, professionalism, and patient care. The student will be evaluated by the assigned clinical faculty and preceptor(s). The student will also perform a self-reflection by the end of the course. Please refer to the grading structure and rubrics for more details.
- Clinical Logs & Documentation (20%) consists of entering the required patient encounter information into the clinical log and performing evaluations of the preceptor and clinical site. Please refer to the course module on clinical logs and documentation for specifics required.
- Case Report (10%) is a complete documentation of one patient encounter during the clinical rotation detailing the patient's clinical presentation, diagnosis, management, and outcomes. A structured format will be outlined in the course and assignment rubric to ensure the comprehensive, systematic, and professional documentation of a patient encounter, which is essential in clinical practice and education.

Grading Structure

Assignment	Percentage %
Participation and Engagement	5%
Role Application Project	15%
Exams (80% average required)	15%

Clinical Practicum:
 	
Clinical Performance-->35%
 	
  --Faculty Evaluation of Student (25%)
 	
  --Student Evaluation of Self (10%)
 	
  --Preceptor Evaluation of Student
 	
Clinical Logs & Documentation-->20%
 	
  --125 Clinical Hours entered in Log (10%)
 	
  --Student Evaluation of Preceptor (5%)
 	
  --Student Evaluation of Clinical Site (5%)
 	
Case Report-->10%
	65%

OSCEs & Skills Checkoff (if required by course)	Pass/Fail
Total	100%

Grading Scale

➔ **A** - (90% or higher)
➔ **B** - (80 - 89%)
➔ **C** - (70 - 79%)
➔ **D** - (60 - 69%)
➔ **F** - (Below 60%)

Late Work and Make-Up Exams:

All assignments, quizzes, and exams are due on or before midnight (Central Standard Time) of the assigned date. 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course:

Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. **Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.**

Attendance Policy (optional):

Attendance/participation is expected. Make-up for exams, quizzes, assignments, clinical time missed is at the faculty's discretion.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under "Syllabus."

- University Policy
- Student Resources

Calendar of Readings, and

Note: This is a and subject to necessary – page for current unlikely event of a university closing, absence from the adjustments to the deadlines, and be made based on closing and the missed.

Course Schedule		
Week	*Date*	*Assignments Due*
1		Online live session Clinical Rotations
2		APEA Exam #1 Clinical Rotations
3		APEA Exam #2 Clinical Rotations
4		APEA Exam #3 Clinical Rotations Case Report
5		APEA Exam #4 Clinical Rotations Faculty Evaluation
6		APEA Exam #5 Clinical Rotations Student Evaluations
7		Role Application Project Clinical Rotations OSCEs and/or Skills Check-off 8:30 – 4:30 (if required) Preceptor Evaluation **Clinical Log Completion**

Topics, Due Dates

tentative schedule, change as monitor the course deadlines. In the prolonged or an extended university, course schedule, assignments will the duration of the specific dates